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# The **SHELL** project: strengthening **School-*H*igher *E*ducation *L*inks in *L*ondon**

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**Achievements of the  
Department for Education-supported  
project at *London Higher*, 2008-11 ...**

**... and opportunities for  
pan-London collaboration**

**A review by John Hall**

Head of the SHELL Division, *London Higher*

with a foreword by

**Professor Malcolm Gillies**

Co-Chair, SHELL Delivery Board

Summer 2011



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Rt Hon. Michael Gove MP, Secretary of State for Education

Rt Hon. Vince Cable MP, Secretary of State for Business, Innovation and Skills

Rt Hon. David Willetts MP, Minister of State for Higher Education

27 June 2011

Dear Secretaries of State and Minister,

I am pleased to send you this short report at the conclusion of the SHELL (School-Higher Education Links in London) project. SHELL was inaugurated in 2008 by the minister responsible for the London Challenge in the then Department for Children, Schools and Families. From 2009-11, I have been privileged to share the chairing of the SHELL Delivery Board with Professor David Woods CBE, until March this year the Department for Education's Chief Adviser for London Schools.

Back in 2008 the then minister and then chief adviser declared two pledges in relation to (i) maintained schools in London working in partnership with higher education institutions (HEIs), and (ii) progression by London students into higher education (HE), including the more competitive universities. These have been at the core of SHELL's work and have been fulfilled in the terms laid down. But the broader SHELL ambition – to strengthen partnership working between schools and HEIs – remains just as relevant now as before, and arguably even more so.

With the new funding arrangements for universities, new levels of fees and repayments for students and new requirements for universities to show how they will promote fair access, there is an ever-stronger need for both sectors to understand what is happening in the other one.

Universities will be competing for students from schools and colleges (and, of course, from the workplace). In schools, teachers and students (and their parents and families) will seek advice on what the changes might mean for them in selecting subjects at school relevant to when they progress to higher education. As we show here, first-hand contacts with university staff, undergraduates and alumni are highly valued and sought-after.

I am particularly pleased to tell you that *London Higher*, which I chair, is able to develop the SHELL ambitions, methods and good relationships across the sectors through the newly-formed *AccessHE*, the purposes of which are outlined on page 22. This new pan-London collaboration has been welcomed already by Sir Martin Harris, Director of the Office for Fair Access.

We hope that your two departments, including the ministers responsible for the further education sector, will wish to follow the evolution of *AccessHE* and support it as readily as your predecessors have supported SHELL. Although our focus has been on London, I know from my fellow vice-chancellors that the SHELL approach has relevance across the whole country.

Yours faithfully,



**Professor Malcolm Gillies**

*Champion for Higher Education Partnerships in London and Co-Chair, SHELL Delivery Board, 2009-11;  
Chair of London Higher; Vice-Chancellor, London Metropolitan University*

## 1 The purpose of this review and a summary

This document reviews the activities undertaken between 2008 and 2011 as part of the SHELL (School-Higher Education Links in London) project. SHELL was commissioned by the (then) Department for Children, Schools and Families (DCSF; now Department for Education, DfE) as part of the wider London Challenge programme. The project has been undertaken through collaboration between the school and higher education (HE) sectors and has been based within *London Higher*, the organisation that supports and represents the interests of more than 40 HE institutions (HEIs) in London.

### 1.1 Looking at achievements during 2008-11

In the review we describe achievements, certainly, but are also candid about unfulfilled ambitions. A limited project like SHELL (a small one-and-a-half person-power engine, but with many helpful collaborators, some of whom are listed on page 23), cannot of itself generate a dramatically greater density of school-HE partnerships across London in such a relatively short time. Its own short span culminates a decade during which Excellence in Cities, the Gifted & Talented (G&T) programme, Aimhigher, and more recently Lifelong Learning Networks, have had a significant impact on partnership working across the school, further education (FE) college and HE sectors.

#### ***FINDINGS No. 1: The origins, methods and outcomes of SHELL***

##### ***What are the origins of SHELL?***

The purpose of SHELL was to fulfil **two pledges** which were announced in summer 2008 as part of the London Challenge programme and to be fulfilled by 2011. These were that:

1. **Every maintained London secondary school** [there are more than 400] would **have a partnership with [at least one] HEI** [there are more than 40 in London alone], and
2. **A higher proportion of young Londoners would go on to HE**, including the more competitive universities.

##### ***What have been SHELL's working methods and 'products'?***

- SHELL has not been working in isolation. It could not tackle the pledges without **working with the close support of colleagues in London's four Aimhigher partnerships**, which share the ambition to secure closer working between schools and universities (and in the case of Aimhigher, also with FE colleges).
- SHELL has sought an **equal balance between the school and HE sectors**: the one must enrich the other. To symbolise this, the SHELL Delivery Board (2009-11) has been chaired jointly by Professor Malcolm Gillies (appointed by ministers in 2008 as the Champion for HE Partnerships in London) and Professor David Woods CBE, until March 2011 the education department's Chief Adviser for London Schools.
- **SHELL has developed various 'products'** which have been circulated among London schools and HEIs and also offered online. These include a print and online '**SHELL HE-finder**' which helps schools to make contact with universities; the end-of-project '**SHELL Toolkit**' for schools and HEIs; guidance for HEI staff and students on how they can '**Become a school governor in London**'; practical workshops and a ministerial conference for the two sectors at which the emphasis has been on sharing good practice and addressing obstacles to collaboration. During the project period the DCSF and DfE have also been able to support a number of schools directly to improve their close working with universities and HE colleges.

##### ***Have the pledges been fulfilled?***

- **In short, yes.** The detail on how this has been measured is given on pages 17-21.

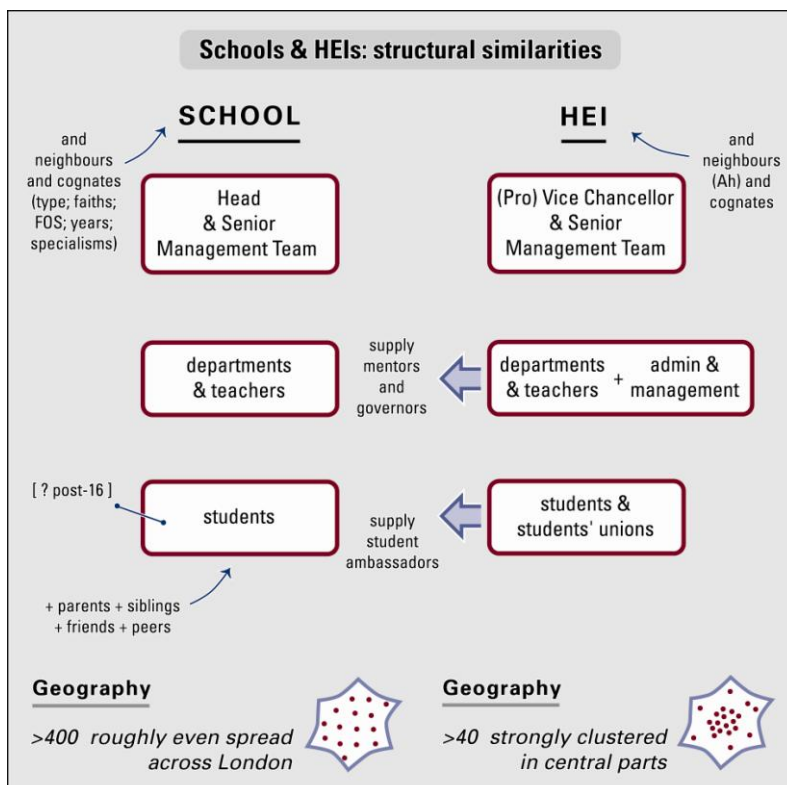
At the time of writing (June 2011), the education landscape is changing rapidly. The Coalition Government formed in summer 2010 has issued a schools white paper which introduces new types of schools and offers headteachers a further reduction in oversight by ministers, local authorities and OFSTED. The HE sector awaits its policy white paper, but in the interim has been instructed about reduced funding levels. From 2012 its newly-admitted students will face a significant jump in tuition fees, although these become repayable after graduation and may be mitigated by grants, bursaries and new national scholarships.

## 1.2 Looking forwards: strong potential for collaboration between the HE, FE and school sectors through *AccessHE*

In this report we also look forwards. We are able to point to a continuity of ambition through the formation of *AccessHE* as a new division of *London Higher* (see page 22) which through its partner HEIs and the local contacts forged through Aimhigher and similar work will pursue a pan-London approach to supporting students and teachers. Its ambition echoes that of SHELL: to ensure that young people in London are able to sample the wealth of university-level education that London affords, and that teachers and careers advisers as well as lecturers and HE admissions staff are able to sustain beneficial links with the other sector. Unlike SHELL, *AccessHE* will also be in a position to work with its partner HEIs to arrange events and programmes for young people and to create an impartial information portal for them and their schools and colleges.

Interestingly, while schools and HEIs exhibit similar organisational structures (see Figure 1), HEIs are able to devote staff to outreach (ultimately part of their recruitment effort) more readily than schools can dedicate staff to engaging with particular HEIs.

**Figure 1: The Gillies plan of 2009 showed the similarities between schools and HEIs**



## 2 What is SHELL? Pledges have driven the plan of action

The SHELL project, grew out of the London Challenge, which had been established by government to raise standards in secondary schools in London as measured by their performance in public examinations, and especially at GCSE. Until 2008 the London Challenge concentrated on improvements within schools.

This changed in the summer of that year when Lord Adonis (then Minister for London schools) and Sir Mike Tomlinson (then Chief Adviser to the London Challenge) issued the new vision of the Challenge for the period 2008-11. For the first time the Challenge turned its attention well beyond school and the two SHELL pledges were announced.

Coinciding with their launch of the London Challenge vision 2008 to 2011, ministers appointed Professor Malcolm Gillies, Chair of *London Higher*, as the Champion for HE Partnerships in London. Following a successful tender, *London Higher*, was commissioned by the DCSF to report on how the pledges could be fulfilled. For this first phase of SHELL, Professor Gillies formed a steering group of interested parties.

### 2.1 SHELL Phase 1: winter 2008 to spring 2009 - creating a delivery plan

DCSF as client and *London Higher* as contractor were both agreed that what became known as the 'Gillies report' (or sometimes the 'SHELL delivery plan') should certainly acknowledge, and if possible utilise the many existing relationships and partnerships between schools and HEIs, most notably through the Aimhigher programme. In addition, Professor Gillies declared an important principle in his approach to plan-making. SHELL must operate as a two-way partnership – there must be reciprocity between universities and schools.

### 2.2 Understanding both sectors: schools and HEIs surveyed, winter 2008-09

By way of preparing the Gillies report, the SHELL project team at *London Higher*, arranged an online survey of London schools and HEIs to gauge the extent of current partnership working. The results showed interesting patterns of engagement:

#### **FINDINGS No. 2: HEI engagement with schools and school engagement with HEIs**

##### **(a) The pattern of HEIs' engagement with schools:**

- Highly variable **reach**, being variously a mix of: neighbours, Aimhigher partnership areas, London boroughs, schools targeted via published Free School Meals data, and, for some, pan-London in scope.
- Highly variable **responsibility** within the HEI for engaging with schools: strategic interest of (pro) VCs, widening participation/outreach and schools liaison, external relations, admissions.
- **Funded** in different ways: Aimhigher, widening participation premium, OFFA agreements, charities, professions, even schools paying as they consume.
- Often experience **capacity constraints** (timing, numbers involved, staff and student availability).
- One third of London HEIs engage with schools through their own **education departments**.
- **Strategic plans** for engaging with schools **largely lacking at the time of the survey** (Dec 2008).

**(b) The pattern of schools' and sixth-form colleges' engagement with HEIs:**

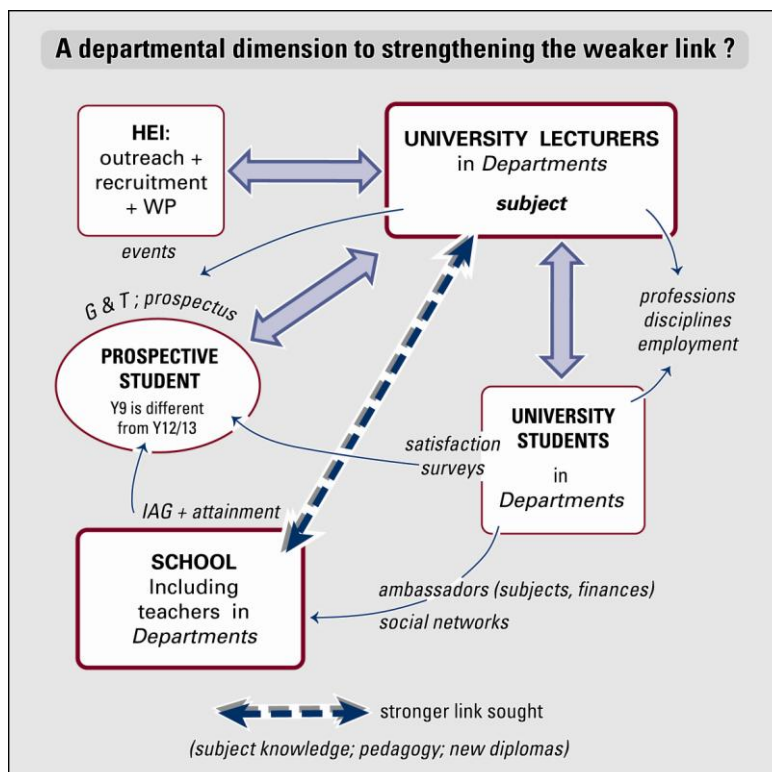
- Leading on the relationship with HE: mostly *headteachers* and deputies/assistants.
- Engaged most frequently with HEIs *within Greater London*, but note 28 HEIs outside London cited (of which Cambridge University most frequently).
- **Activities:** visits (Years 10 and 12), summer schools, HE talks to students and parents, Gifted & Talented support and other masterclasses dominate.
- **Distance a barrier?** For some, strongly; for others, not at all.
- **Future patterns of engagement?** More for younger students; more parental involvement; more choice of HEIs in the frame, especially for Year 12; more on admissions (to help students, but also staff); more mentors and role models; more links should be subject-based.

Professor Gillies presented his report on SHELL delivery to ministers in April 2009. Following another round of commissioning by DCSF, *London Higher* was contracted to deliver the plan over the period 2009-11.

**2.3 SHELL Phase 2: delivery from autumn 2009 to summer 2011**

The initial SHELL steering group of advisers from related sectors and bodies was replaced by the SHELL Delivery Board. In a significant demonstration of the reciprocity principle, Professor Gillies was joined as joint chair of the Delivery Board by Professor David Woods CBE, Chief Adviser for London Schools. Professor Woods brought an intimate relationship with London schools, especially those with weaker examination performance, and whose students might be less likely to progress to higher education. Membership of the Board is given on page 23.

**Figure 2: The Gillies report highlighted the importance of subject links between HEIs and schools**



## 2.4 SHELL delivery plan proposals and delivery responses

The SHELL delivery plan had six headline recommendations. The first related to oversight and the necessary working with partners. This was fulfilled by the formation and active involvement of the SHELL Delivery Board which held seven meetings between October 2009 and April 2011. Another recommendation was for the creation of a supporting delivery team, which was formed at *London Higher*. This SHELL project team has reported its activities to the DfE and Board members monthly.

The main recommendations and activities are listed in Table 1. More detail on some components can be found in the web links listed in the centre opening (pages 12-13).

**Table 1: Gillies report 2009, action taken and what might follow beyond summer 2011**

<b>Gillies report 2009</b>	<b>Action 2009-11</b>	<b>And hereafter?</b>
<b>1 Formation of delivery group</b>	SHELL Delivery Board established, chaired jointly by Professor Malcolm Gillies and Professor David Woods CBE.	Board discharged, but pan-London joint working to continue under aegis of <i>AccessHE</i> , a new division of <i>London Higher</i> .
<b>2 Formation of support team</b>	SHELL project team established at <i>London Higher</i> .	SHELL bequeaths working method and its network to <i>AccessHE</i> .
<b>3 School engagement measured and encouraged</b>	SHELL database gathers various indicators of school involvement with HE.	The farewell ' <i>SHELL Toolkit</i> ' of June 2011 includes a useful checklist for schools to gauge their HE partnership strength.
<b>4 HEIs encouraged to use Widening Participation Strategic Assessments</b>	SHELL workshops for HEIs, including case studies from the 3 London HEIs chosen by HEFCE to participate in an examination of partnership working in selected HEIs.	Current attention is on each HEI's agreement on outreach and retention with OFFA, the Office for Fair Access. (OFFA welcomes pan-London collaboration; see p. 22).
<b>5 Both sectors: encouragement of reciprocity in governance arrangements</b>	Short SHELL survey of school representation on HE governing bodies and vice versa. ' <i>Become a school governor in London</i> ' leaflet issued.	Remains a valuable method of direct engagement. Note particular opportunities for HEIs in trusts and academies.
<b>6 Schools identify lead staff for HE partnership (and vice versa)</b>	Good examples shown at the SHELL events. Team produces the SHELL ' <i>HE-finder</i> ': a guide to making contact with <i>London HEIs</i> .	Updating of the SHELL ' <i>HE-finder</i> '. SHELL is also compiling a directory of lead staff within schools to help signpost HEIs to relevant staff.
<b>7 Joint school-HE events arranged at which good practice demonstrated</b> [Note also the cognate <i>London Education Partnership Awards</i> supported by the London Challenge and the IOE]	SHELL launch at Goldsmiths, University of London, November 2009. Major SHELL conference held in March 2010 addressed by ministers. SHELL workshop for schools and HEIs held in November 2010. Summative workshop in June 2011.	Should continue through <i>AccessHE</i> which needs to take account of London's complexity and its many kinds of partnership geometries, which often overlap. In the schools sector the search is on for 'self-sustaining school improvement'.

### 3 Two SHELL booster programmes

During the course of the SHELL delivery phase two specific opportunities arose to boost schools' working with HEIs. Neither of these opportunities was foreseen in the Gillies recommendations of spring 2009.

#### 3.1 The Aimhigher/SHELL HE Experience Project, 2009-10

The first was the Aimhigher/SHELL HE Experience Project. Using the knowledge of the schools sector through the London Challenge and of partnership working through the four Aimhigher managers on the Delivery Board, it was possible to identify 70 London secondary schools which had weak, or seemingly non-existent, direct links with an HEI. Each was invited to demonstrate how it could use £10,000 to extend its students' experience of higher education. Particular attention was given to working on aspiration raising for Years 7, 8 and 9 (ie Key Stage 3 which extends from entry to secondary school at age 11 to age 14, just before GCSE subjects are selected).

Schools were free to select the Year group/s that would be involved and able to propose the HEIs with which they wished to work and define their preferred activities. Their initial expressions of 'we should like to work with' proved interesting because several of the HEIs are firmly in the 'more competitive' category of the second pledge. In fact the University of Cambridge was the most cited, with the next nine of the top ten being, in order: University of East London; Queen Mary, University of London; Imperial College London; Oxford University; University of Westminster; City University London; Goldsmiths, University of London; University College London, and the School of Oriental & African Studies, University of London. As it turned out, five Russell Group institutions were among the top ten of HEIs which schools actually worked with during the HE Experience project.

***FINDINGS No. 3: School informants to the HE Experience project evaluation reported that they want to have relationships of different kinds with a range of HEIs as a means of demonstrating choices to their students.***

**A partnership with a single HEI was not sufficient for their learners.**

*An evaluation of this project by Dr Graeme Atherton and his collaborators will be published during summer 2011 and uploaded to the SHELL website.*

#### 3.2 School-Higher Education Links Project, spring 2011

In November 2010, the Secretary of State for Education, Rt Hon. Michael Gove MP, issued *The importance of teaching: the Schools White Paper 2010*. Alongside trusting teachers to teach, the white paper emphasised the need to ensure that pupils, and especially those from poorer backgrounds, are better prepared for higher education. The Department for Education, working with the London Leadership Strategy and *London Higher/SHELL* invited London secondary schools to bid for grants of £5,000 to work directly with a university to improve subject links, or help prepare pupils for HE or improve the delivery of Information, Advice and Guidance (IAG). As with SHELL overall, the ambition is to secure direct and long-term relationships between schools and London HEIs.

Would-be applicants were able to use the **SHELL HE-finder** (see page 13) to guide their selection of an HEI. A bid proforma sought expressions of the issue being addressed, the approach selected and an indication of how a supported school would measure its success. Most of the 50 schools selected are engaged in their projects during this current summer term. The long list of bid submissions provides, in effect, market research into what schools view as important and timely for them as they help their students to prepare for and gain admission to HE. A selection is shown in the Findings box below.

***FINDINGS No. 4: A selection of subjects identified by schools in their bids to the School-HE Links Project, spring 2011***

***Highly topical:*** Information, Advice & Guidance (IAG) about university admissions and workshops on HE finance for potential students.

***Mentoring:*** Is of broad appeal, and in one case involves recent graduate alumni of the school; sessions also to involve parents.

***Subject links generally:*** Note especially STEM subjects (Science, Technology, Engineering and Mathematics).

***Curriculum in particular:*** Support for A-level teachers, and suggestion for HE involvement in INSET days.

***Assisting new sixth-forms:*** A request that HEIs support staff development when new sixth-forms are established.

One of the SHELL ambitions is to identify principal liaison staff in both schools and HEIs and to share these contacts as appropriate across the two sectors (subject to necessary data protection protocols). While the SHELL HE-finder presents a 'first stop shop' for schools approaching HEIs, work continues on the corresponding list for HEIs to contact schools. This has been assisted by the Links Project.

Selected findings from the two SHELL booster programmes will be reported at the SHELL farewell seminar at the end of June 2011.

## 4 Working with headteachers and others

One of the direct advantages of SHELL being associated with the London Challenge, principally through Professor David Woods as co-chair of the Delivery Board, has been the closer involvement with leading London headteachers as the project has progressed. Studies of school performance report on the importance of leadership by headteachers. Our own observations have shown the importance of headteachers in nurturing links with higher education. Headteachers bring together the three vital interest groups within a school that benefit directly from stronger HE links.

### 4.1 Headteachers manage the troika of students, school staff and parents

Heads are responsible most especially for the education of their **students**, and they take a direct interest in what happens to them at age 16 or 18/19. Whether or not an individual student does progress to HE after leaving school or college, all students need to know as much as can be gathered about the possible costs and benefits of HE study, even where such study might be deferred until later in life – at which time it might be conducted part-time or through distance learning.

SHELL as a project has been at arm's length with individual students. Apart from the Aimhigher/SHELL HE Experience programme reported in section 3, most of the activities that bring schools and HEIs together for the benefit of students, be they in the early secondary years (Years 7-9), or preparing for GCSE (Years 10 and 11) or A-levels and equivalents (Years 12 and 13), will have been arranged through the programmes of Aimhigher partnerships, or in outreach arranged bilaterally between a school and one or more HEIs, or maybe also through mentoring schemes involving employers.

#### ***FINDINGS No. 5: Positive outcomes when university students engage with school students.***

At the events arranged by SHELL, teachers invariably praise the ***positive effects of undergraduate (and, in sciences especially, postgraduate) students working as ambassadors or mentors with school students***, maybe including at their own old school.

A headteacher's second responsibility is towards the **school's staff**. A delegate at one of our conferences commented that *'all teachers in all years should view advising on progression to HE as part of their job'*. For this to be effective, teachers need to be aware of changes in the HE sector. The original SHELL online survey of schools demonstrated a widespread interest in closer working between **subject teachers** in schools and universities. The Aimhigher/SHELL project of 2009/10 and the more recent 2011 Links project have supported this. Following a SHELL conference in November 2010, and with encouragement from Rob Higgins, Headteacher of Charles Darwin School, Biggin Hill, and his colleagues in Bromley, we are exploring models for **subject-based INSET days for teachers** developed jointly with departments in HEIs.

Headteachers also advise **parents** whose roles, including that of wider or extended families, are likely to become more pronounced as they want to know how participation in HE might affect immediate family fortunes, never mind longer-term debt repayment by their children when they become working adults.

### The SHELL timeline 2008-11

Date	Action / activity / meeting policy makers and opinion formers
<b>2008</b> June	London Challenge Vision 2008-11: Lord Adonis, Minister for Schools in London and Sir Mike Tomlinson, Chief Adviser, announce school and HEI pledges encouraging partnerships and progression in maintained secondary schools as part of the <i>London Challenge vision 2008-11</i> ① <a href="http://www.education.gov.uk/publications/eOrderingDownload/00481-2008DOM-EN.pdf">www.education.gov.uk/publications/eOrderingDownload/00481-2008DOM-EN.pdf</a>
<b>Phase 1 starts</b> Sept.	<i>London Higher</i> , with Professor Malcolm Gillies as Champion for HE Partnerships in London, appointed by DCSF to prepare a plan to deliver the pledges. Partners' SHELL Steering Group formed ① Steering Group membership: page 48 of delivery plan <a href="http://www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf">www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf</a>
Winter 2008/09	SHELL online surveys of (a) London HEIs and (b) London secondary schools to inform the SHELL plan ① Summary of findings: pages 21-25 of delivery plan <a href="http://www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf">www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf</a>
<b>2009</b> Feb.	SHELL holds consultation for schools and HEIs at the RSA: uses a variant of 'speed-dating' to stimulate conversations across the two sectors
April	Professor Gillies's report delivered to ministers ① <a href="http://www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf">www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf</a>
May	Professor Gillies explains the SHELL proposals to the National Council for Educational Excellence (NCEE) HE Ambassadors' Group
June	Useful examples of partnership working feature at the London Education Partnership Awards 2009 (IOE in association with the London Challenge) ① <a href="http://www.lepawards.org.uk">www.lepawards.org.uk</a>
<b>Phase 2</b> Sept. <b>2009 on</b>	<i>London Higher</i> wins contract to deliver on the Gillies recommendations. Steering Group replaced by SHELL Delivery Board, co-chaired by Professor Gillies and Professor David Woods CBE. Small SHELL project team established at <i>London Higher</i>
Nov.	Workshop for SHELL widening participation contacts in HEIs
Nov.	SHELL given 'soft launch' at Goldsmiths, University of London
Nov.	SHELL website established ① <a href="http://www.londonhigher.ac.uk/SHELL">www.londonhigher.ac.uk/SHELL</a>
Various dates	Meetings with the successive schools and HE ministers (Sarah McCarthy-Fry MP, Diane Johnson MP, Rt Hon. David Lammy MP)
Winter 2009	Selection in consultation with Aimhigher partnerships of 70 London secondary schools less well connected with HEIs; evaluation of each school's engagement programme, especially school and student responses, by Dr Graeme Atherton et al. to be issued during summer 2011
<b>2010</b> March	DCSF, BIS, COI and SHELL: ministerial conference, QEII Conference Centre, London SW1, on 'World-class education partnerships across London' ① <a href="http://www.londonhigher.ac.uk/SHELLMarchConference.html">www.londonhigher.ac.uk/SHELLMarchConference.html</a>

### The SHELL timeline continued

2010 continued May	Workshop on lessons from HEFCE-funded studies of university-school relationships (the three selected London case studies) ① <a href="http://www.londonhigher.ac.uk/SHELLMaySeminar.html">www.londonhigher.ac.uk/SHELLMaySeminar.html</a>
Spring	Short SHELL survey of HE involvement in school governance (and vice versa) in interested HEIs across England ① <a href="http://www.londonhigher.ac.uk/SHELLGovernance.html">www.londonhigher.ac.uk/SHELLGovernance.html</a>
June	London Education Partnership Awards 2010 ① <a href="http://www.lepawards.org.uk">www.lepawards.org.uk</a>
June	Discussion with HEFCE on provisional London progression data
July 2010	Meeting with London students' union presidents, securing their support for promoting student engagement with schools ① <a href="http://www.londonhigher.ac.uk/SHELLStudentsUnions.html">www.londonhigher.ac.uk/SHELLStudentsUnions.html</a>
Sept.- Nov.	SHELL HE-finder: printed version September and online from November ① <a href="http://www.londonhigher.ac.uk/SHELLHE-finder.html">www.londonhigher.ac.uk/SHELLHE-finder.html</a> & ① <a href="http://www.londonhigher.ac.uk/SHELLDirectory.html">www.londonhigher.ac.uk/SHELLDirectory.html</a>
Nov.	SHELL advice on how to 'Become a school governor in London' published ① <a href="http://www.londonhigher.ac.uk/SHELLGovernance.html">www.londonhigher.ac.uk/SHELLGovernance.html</a>
Nov.	Professor Gillies meets with Rt Hon. David Willetts MP to discuss progression data; note Director of Fair Access recommends a progression measure, which would also apply to 11-16 schools ① <a href="http://www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf">www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf</a>
Nov.	SHELL/London Leadership Strategy workshop for school and HE practitioners at Senate House in association with the National College for School Leadership (leading headteachers' work supported by the London Challenge) ① <a href="http://www.londonhigher.ac.uk/SHELLHELlinksSeminar.html">www.londonhigher.ac.uk/SHELLHELlinksSeminar.html</a>
Dec.	Invitation from DfE, London Leadership Strategy team and <i>London Higher</i> for London secondary schools to bid for HE partnership programme: 50 schools successful for projects in spring and summer term 2011
2011 April	Seventh and final meeting of the SHELL Delivery Board
April	Professor Gillies, leads on meeting of 7 London secondary school heads with Rt Hon. Simon Hughes MP, Advocate for Access to Education ① <a href="http://simonhughes.independent.gov.uk/about">http://simonhughes.independent.gov.uk/about</a>
June	London Education Partnership Awards 2011 ① <a href="http://www.lepawards.org.uk">www.lepawards.org.uk</a>
27 June 2011: last event	Summative SHELL/London Leadership Strategy workshop at Senate House with related publications, namely this survey of achievements and the <i>SHELL Toolkit</i> ① <a href="http://www.londonhigher.ac.uk/SHELLToolkit.html">www.londonhigher.ac.uk/SHELLToolkit.html</a>
Hereafter (summer 2011 on)	Many of the continuing ambitions of SHELL to be taken forward by <b>AccessHE</b> , a social enterprise formed from HEIs in London and elsewhere and based within <i>London Higher</i> ① <a href="http://www.AccessHE.ac.uk">www.AccessHE.ac.uk</a>

As with students, SHELL has not itself arranged activities for parents, but the importance of involving parents is widely reported at our meetings, and again Aimhigher has shown ways of being effective. This topic also formed one of the four strands of the now disbanded, National Council for Educational Excellence (NCEE). Alongside parental engagement, the NCEE's other strands in their quest to raise excellence were HE, schools and business.

There is a further group that is of increasing interest to headteachers: their **former students**. Already there are many instances of alumni visiting their old school to inspire the rising generation of students. One often observes displays in school foyers of lists, sometimes maps, of the HE destinations of former students, and in a few cases even pictures of alumni, especially where they have achieved a degree of celebrity.

#### 4.2 A headteacher's perspective on partnering with HE

Dame Sue John is Headteacher of Lampton School, Hounslow, and also the director of the London Leadership Strategy within the London Challenge programme. The Strategy's leaders match many of London's best schools with those that need help, and its approach has been praised by OFSTED in its review of the London Challenge [[www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/London-Challenge](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/London-Challenge)]. Speaking at the SHELL March 2010 ministerial conference, Sue told the audience what works for Lampton School and what more she and her colleagues would want from the HE sector. Here are her headlines:

##### ***FINDINGS No. 6: What works in Lampton School's partnerships with HE?***

###### **The principal elements comprise:**

- A **leadership team** has been seen as a necessary precondition for partnership development. Lampton School has created a team of 5 teachers committed to this agenda: a leadership team member, director of 6th Form, Aimhigher co-ordinator, HE liaison teacher and UCAS co-ordinator.
- **All take responsibility collectively for making links with HE** and providing advice and guidance throughout all key stages. (Foundations should be laid at KS3, says Sue.)
- Partnership work is **separate from the school's work on UCAS admissions**.
- **And the result?** A structured programme of visits, university representatives coming into the school, student shadowing and mentoring. While being aspirational and motivational, the programme is also inclusive and personalised. The borough Aimhigher co-ordinator has helped the school to work with families.

###### **What Lampton School would like more of:**

- More honest **information from HEIs on their expectations of students and entry requirements**.
- Higher consistent **quality of speakers, liaising with the school beforehand**.
- **Stronger curriculum links**, and related to this, more sharing of **subject expertise**.
- University colleagues **coming into the school to observe some of the highly effective pedagogy**.
- Stronger relationships with an individual HEI through **governorship**.

### 4.3 London headteachers meet with Rt Hon. Simon Hughes MP, Advocate for Access to Education

The autumn term of 2010 will be remembered by many staff and students in schools and universities for the popular revolt at the announcement of an increase, potentially three-fold, in the level of the annual tuition fees that would be charged to, and later recovered from, full-time undergraduates starting an HE course from autumn 2012. Mindful of the public reaction to the government proposals and concern about a possible deterrent effect on admissions by poorer students, the Prime Minister and Deputy Prime Minister appointed Rt Hon. Simon Hughes MP as the Advocate for Access to Education. Mr Hughes was charged with delivery of a report by summer 2011. There is a link to his letter of appointment on his website (<http://simonhughes.independent.gov.uk/about>).

Following a discussion with Simon Hughes led by Professor Gillies, SHELL offered to assemble a small group of London headteachers to meet with Mr Hughes to give their views to feed into his analysis and recommendations. Among the points raised by the heads at their meeting in April 2011 were the following:

#### ***FINDINGS 7: A selection of London headteachers' perceptions of barriers to fair access to HE***

- **Interview preparation:** Despite help in schools and by mentors, many capable students still find interviews at highly selective institutions daunting: how can they be better prepared and better understood by interviewers? Even at age 18, many students have been only lightly touched by London's remarkable 'cultural capital' of artistic, cultural and scientific resources.
- **Work experience:** What opportunities are available? Schools are keeping up to date with the growing number of apprenticeship and work experience schemes being created by prestigious corporate sector employers. A national directory would be useful. In any case schools in outer London boroughs have to overcome the frictions of distance that do not apply to schools in central and inner London and Docklands area.
- **Course availability in 2012 and beyond:** In view of the present uncertainties about what courses will be available (and what they will cost) from 2012, what advice should be given to students entering the sixth form? Their parents are increasingly urging what is becoming a reversion to 'traditional' subjects and familiar career paths.
- **Care leavers:** Strains on local authority budgets might leave many students leaving care in greater hardship.

It will be interesting to see how Simon Hughes's report tackles some of these. Similar topics will feature in the evolving business plan of *AccessHE*.

### 4.4 Encouraging HE staff and students to become school governors

Governments and indeed OFSTED inspectors have encouraged schools to appoint business people to their governing bodies. '*Schools need to understand the world of work*' is indeed a familiar cry. Employers form a principal target group for governor recruitment identified by SGOSS, the School Governors' One-Stop Shop ([www.sgoss.org.uk](http://www.sgoss.org.uk)). But equally, as our SHELL surveys and workshops have shown, schools not only need, but want, to understand what is happening within higher education.

In SHELL we have addressed this by issuing our own leaflet on how to *'Become a School Governor in London'*. This has been circulated to staff in HEIs and to students' unions and includes reference to SGOSS's services.

#### **4.5 But do school leaders likewise serve on university governing bodies?**

In the spirit of reciprocity between the school and HE sectors, SHELL undertook a small survey in April 2010 of the presence or absence of people familiar with schools (eg headteachers and other senior leaders) on the governing bodies of HEIs. Absence is more usual than presence. Almost universally, it seems, university governing bodies are being slimmed down. Recruitment advertisements commonly seek mainly professional people with experience of business and finance, and make no mention of familiarity with the secondary education landscape.

Nevertheless, there were some cheering signs of school leaders being invited to participate in the often larger and more broadly constituted and consultative university courts. We note in passing that FE college principals do often serve on university governing bodies. This is not surprising: some colleges are larger than sizeable HEIs; FE colleges can now award their own degrees, and many have a direct relationship with an HEI for the validation of Foundation Degrees.

#### **4.6 Education working with employers via London Workforce Development creates LEEP, the London Education Employer Partnership**

Working with business, or perhaps we should use the term employers to embrace the public and not-for-profit sectors, is a topic of high salience. The previous government established a Panel on Fair Access to the Professions, and the Coalition Government issued its own national strategy, *Opening doors, breaking barriers: a strategy for social mobility*, in April 2011 (see <http://download.cabinetoffice.gov.uk/social-mobility/opening-doors-breaking-barriers.pdf>). A new policy association with the strap line 'social mobility through higher education', The Bridge Group ([www.thebridgegroup.org.uk](http://www.thebridgegroup.org.uk)), has been formed recently.

*London Higher* has recently created a new division, **London Workforce Development** ([www.londonworkforcedevelopment.co.uk](http://www.londonworkforcedevelopment.co.uk)). It offers ways of linking employers large and small with employees and higher education providers across London. Headteachers show interest in any service that helps them to connect with employers, not just for work experience purposes or mentoring, but also for school staff development and to give school students a better understanding of the world of work and the skills it requires.

*London Workforce Development* senses a strong interest from headteachers if it is able to extend its employer networks beyond higher education towards the secondary schools that have been working with the SHELL programme. The triangular relationship of schools, HEIs and business in London forges LEEP: the working acronym for this new offspring, the **London Education Employer Partnership**.

## 5 Evidence that the pledges have been met

### 5.1 Pledge 1: Does 'Every maintained secondary school in London ... have a partnership with [at least one] HE institution.' It does.

The Gillies report suggested what at the time appeared to be a simple way of discovering if school-HE partnerships existed, with what degree of effectiveness, and how SHELL might boost their numbers and strength over its short life. The method advocated was a survey of engagement in all schools in winter 2009/10 repeated in spring/summer 2011, preferably based on the illustrative 'Partnership Self-Assessment Form' (PSAF) included within the Gillies report. (Notice the deliberate echo of OFSTED self-assessment for schools.) It might have led to certification or a 'charter mark'.

But it is necessary to appreciate that the DCSF and its successor DfE do seek to reduce the assessment burden on schools, including the OFSTED regime itself. A blanket assay of schools was not feasible under the London Challenge banner. Nevertheless, some headteachers who have looked at the PSAF consider it to be a useful checklist. It has therefore been included as a tool for local adaptation in the 2011 *SHELL Toolkit* (download at [www.londonhigher.ac.uk/SHELLToolkit.html](http://www.londonhigher.ac.uk/SHELLToolkit.html)).

So, in the absence of a survey of schools, the Delivery Board has adopted the creation of a spreadsheet of all of London's maintained secondary schools showing how each fares against a suite of categories of involvement with HE. These are listed in Table 2.

A first sieve of how many schools have no entries reported yielded a list of 32 which, with two exceptions, were all in outer London boroughs. The list included some of the highest-performing schools in the capital (5 had 100% A\*-C grades at GCSE including English and Maths), whose students also have remarkable rates of progression to the most competitive universities. Removing these left 27, of which 11 had the GCSE attainment measure of 69% or below. These schools have been approached and almost all are able to demonstrate relevant HE links.

**Table 2: Criteria used in assessing schools' engagement with HEIs**

<b>Indicators of a school's engagement with one or more HEIs used for assessing Pledge 1</b>
Successful submission to Aimhigher/SHELL HE Experience initiative spring 2010 (70 schools)
Submission (with HEI/s identified) to DfE Schools-HE Links December 2010 round
Identification by the school of a nominated staff member as the SHELL contact
School involved in Keys to Success
School involved in Gifted & Talented (G&T) programme
School involved in an appropriate STEM initiative (eg through STEMNET)
School involved as an applicant to the London Education Partnership Awards, 2007, '08 or '09
School identified as active in the cross-sector work of one of the four London Aimhigher Partnerships during 2008-11, ie ASPIRE/South East London; London East Thames Gateway; London South, and West, Central and North London (WECAN)
<b>Note:</b> <i>The number of maintained secondary schools has not remained constant, of course. Schools restructure. New ones come along. They change their names. Nevertheless, our baseline has been in excess of 420 schools.</i>

So, using this approach we reach the following conclusion:

**FINDINGS No.8 : Pledge 1 conclusion: ✓ pledge fulfilled**

**✓ Every maintained secondary school in Greater London, or very nearly so, can evidence a relationship with one or more universities or HE colleges. So the first pledge is delivered according to the terms laid down.**

Any reader of this report who has needed to make contact with a large number of schools, even for what appears to be a relatively simple purpose, will appreciate how much effort went into capturing this result. And while the headline result is satisfying, we should still like to be able to judge the *strength* of partnerships and their *longevity* – whether they are ephemeral or long-term. At the SHELL March 2010 ministerial conference teachers did comment on the difficulty of sustaining links when staff change schools or roles. This is why it is important for schools to take a team approach to building and maintaining partnership working with HEIs.

**PLEDGE No. 1 REVISITED: FIVE RECOMMENDATIONS FOR FUTURE STRENGTHENING OF PARTNERSHIP WORKING BETWEEN SCHOOLS AND HEIs**

- Senior Leadership Teams (SLTs) in schools should develop **a strategic approach to HE engagement**.
- The **Checklist for Schools in the 'SHELL Toolkit'** of June 2011 is recommended as a good starting point for SLTs to review where they are now and where they want to be.
- This approach is **just as relevant to 11-16 schools as 11-18 schools** and sixth-form colleges.
- Given the impending changes in the national curriculum and qualifications, subject teachers in all secondary schools need to be aware of **subject advances** in HEIs – and equally lecturers in HEIs need to know more about what subjects are being taught in schools and how.
- Given the growing evidence on **the benefits of ever-earlier encouragement for students and parents about the benefits of higher education** and the ways of reaching it, secondary school SLTs might also consider with their **primary feeder schools** how primary school children could participate in some of the activities.

We also looked briefly at the pattern of HEI engagement with schools. The majority of the HEI respondents to our online survey in December 2008 ticked a check box that indicated that they worked with 'more than 25 schools'. Gross this up to at least 40 HEIs times 25 schools and the product is 1,000 schools. Inevitably some schools will have multiple engagements, some very few. However, there is no reason to suppose that HEIs in London are markedly different from those elsewhere in the UK, which, in their returns to Universities UK (UUK) in 2008 about the number of schools with which they then worked, allowed the UUK investigators to report that '*on average every university has a link with 152 schools*'. Even a number like this is likely to be an underestimate: central offices in HEIs are unlikely to know about all of the links in their often highly decentralised departments.

## 5.2 Pledge 2: Does 'A higher proportion of young Londoners ... go on to HE, including the more competitive universities?' It does.

The ambitions enshrined in this second pledge are worthy and, having been framed in 2008, are almost a distant echo of the now unmentioned '50 per cent of young people entering higher education' target that dated from the Labour Party's 2001 general election manifesto. The subsidiary aspect – the reference to 'including the more competitive universities' – is very topical, however. It is an aim supported strongly by all the main political parties as part of their concern in common about social mobility and access to the professions.

A note on terms might be useful here. An interest in progression to HE from presently under-represented or disadvantaged groups forms the 'widening participation' banner. Differential access according to social class background to 'elite' or 'competitive' or 'selective' institutions, however they are defined, is at the core of 'fair access'.

SHELL, running on limited person power for 18 months, was never going to be in a position, alone, to change materially a measurable proportion or singlehandedly affect the 'competitive' element. Any success in this regard will have been due to the cumulative efforts of schools and colleges themselves, Aimhigher programmes and also the admissions efforts and policies of HEIs, including progression accords, agreements and compacts, and their capacity to take in more students.

**The national pattern of growth:** Government statisticians and academic researchers alike confirm that measuring progression, especially at a local level, is not easy in methodological and statistical terms. Even so, there is useful evidence. A report by the Higher Education Funding Council for England (HEFCE) on *Trends in young participation in higher education: core results for England* ([www.hefce.ac.uk/pubs/hefce/2010/10\\_03](http://www.hefce.ac.uk/pubs/hefce/2010/10_03)) shows young participation rising from 30 per cent to 36 per cent of the cohort (18- and 19-year olds entering HE) between 1994-95 and 2009-10 (for which latter year data were provisional) a percentage rise of 22 per cent over the period.

**Growth in Greater London:** A more detailed regional breakdown by HEFCE, the results of which have not yet been published pending completion and checking of the data, indicates a steeper rise in Greater London, compared with other regions, from a broadly similar base in the mid-1990s. London has exhibited an increase of almost a half to reach a level of 45 per cent young participation by 2009-10. This growth has been consistent throughout the decade and a half. So in simple terms, a higher proportion of London young people is indeed progressing to higher education. This is a good success story that deserves to be recognised.

**Growth across individual boroughs:** As London's Aimhigher partnerships can testify, the strong overall rate of growth in London as a whole conceals some even more dramatic rises locally. This is most notable in a borough such as Barking & Dagenham which started from a very low base before rising towards the London average. Again, such successes deserve recognition.

When new data are available, it is likely that some of the outer boroughs at the east and west edges of London will fall in the lower bands of participation; ie it is not just the mainly inner and east boroughs that constitute what in the Gillies report was called the 'crescent of low participation'.

**FINDINGS No.9: Pledge 2 conclusion: ✓ Headline ambition fulfilled**

**✓ From the data here reported which stretch (provisionally) to 2010, a higher proportion of young Londoners has indeed been going on from school (and FE college) into higher education.**

But what about the ‘more competitive’ universities? Which *are* ‘more competitive’? For some analysts the answer is the Russell Group: the 20 research-intensive universities which first came together at the Russell Hotel in Bloomsbury and so formed what is now called a ‘mission group’. Some of the links between London’s four Russell Group members (Imperial College London, King’s College London, the London School of Economics & Political Science and University College London) and local schools are described at [www.russellgroup.ac.uk/uploads/Links-with-schools-and-colleges-Russell-Group.pdf](http://www.russellgroup.ac.uk/uploads/Links-with-schools-and-colleges-Russell-Group.pdf).

The Sutton Trust, which reported in 2010 on access to highly selective universities, sometimes uses a tighter grouping, the ‘Sutton Trust 13’ ([www.suttontrust.com/public/documents/1martin\\_harris.pdf](http://www.suttontrust.com/public/documents/1martin_harris.pdf)). While the Sutton Trust did not report on regional variations, London appears in general terms no different from the rest of the country, where the pattern is of access for lower socio-economic groups remaining low and stagnant.

In the context of HEIs in London, there is a need also to recognise the significant group of generally much smaller institutions, mainly in the creative and performing arts and the conservatoires, which are highly specialist, highly regarded and for prospective students just as sought-after and heavily over-subscribed as the more widely known Russell Group institutions. As with Russell Group institutions, applicant students from London are in competition with highly qualified students from the rest of the United Kingdom, the EU and indeed across the world.

Interestingly, and related directly to the ‘competitive universities’ dimension, the Department for Business, Innovation and Skills (BIS) issued in June 2011 a consultation (see [www.bis.gov.uk/consultations](http://www.bis.gov.uk/consultations)) on statistics that measure the progress of young people from disadvantaged backgrounds to higher education. Currently there are measures of the gap between children aged 15 in maintained schools on Free School Meals (FSM) and those who are not in terms of the proportions that progress to HE by age 19.

The consultation proposes measuring not just progression to HE as contrasted by state schools and colleges and schools in the independent sector, but for these two categories the numbers and percentages that progress to ‘selective’ or in this case ‘higher tariff institutions’: HEIs grouped by their average of entrants’ UCAS tariff scores.

Individual schools examine their students’ HE destinations with great care. To take the example of Lampton School in Hounslow mentioned earlier – a school judged by OFSTED to be ‘Outstanding in challenging circumstances [ie pupil profiles]’ – preliminary data for their 2010 sixth-form leavers show 220 accepted offers for HE, of which 64 were from *The Times Good University Guide’s* ‘top 30’ HEIs published that year, and 12 from the ‘top 10’. Only 1 of Lampton’s 8 Oxbridge applicants was successful. Contrast this with Westminster School (154 Oxbridge acceptances over the 2 years 2007 and 2008 – 42 per cent of its HE total of 370 accepted) or St Paul’s [Boys’] School, in Richmond-

upon-Thames borough adjacent to Hounslow, with 107 of its 307 acceptances destined for Oxbridge (see [www.suttontrust.com/news/news/access-to-highly-selective-universities-stalls](http://www.suttontrust.com/news/news/access-to-highly-selective-universities-stalls)). There is a long distance to travel.

The London headteachers who met with Simon Hughes MP in April 2011 talked about their students' experiences of interviews at such selective institutions. Interest is growing not just in 'fair access' – the question of *which* students are admitted – but also in 'fair admissions' – *how* students are admitted. From 2012, UCAS will, on request, provide admitting HEIs with contextual data about the overall performance of an applicant's school and the broad profile of its student body in terms of, among other things, FSM (as a proxy for socio-economic stress). UCAS, incidentally, also provides a service for schools in which it analyses the detailed pattern of its students' HE applications.

There have also been calls for data to be assembled and published on the progression rates to HE for all schools, individually. Such a measure appeared as a desirable item in the draft 'school report card' proposed by DCSF in a green paper. Later, in his advice to the Browne review of HE funding and student finance, Sir Martin Harris, the Director at OFFA recommended that BIS and DfE should consider introducing a measure of students' progression at age 18+ by which all schools, including 11-16 schools, could be publicly evaluated (see [www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf](http://www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf)). According to SPA, the Supporting Professionalism in Admissions group, UCAS is examining with the Scottish Government a progression measure for use within a contextual data bundle there ([www.spa.ac.uk/contextual-data](http://www.spa.ac.uk/contextual-data)).

### 5.3 Pledge 2 after SHELL?

Progression rates from school to university have been examined in detail by the Sutton Trust. Their findings are expected to be published in July 2011. This will provide a useful baseline and stimulate further debate. As to the 'more competitive' universities, including London's smaller but highly specialised HEIs, we share the desire that students with the necessary abilities should not be deterred from applying to such institutions, and indeed encouraged to do so by their exporting schools and by the importing HEIs.

Our discussions during the life of SHELL have, however, added a further dimension: we want schools to be better equipped to guide students towards what will be, for their own individual development, academically and otherwise, *the 'most appropriate' university or HE college*.

**PLEDGE No. 2 REVISITED: THE ABILITY TO ANALYSE RATES OF PROGRESSION, INCLUDING TO 'SELECTIVE' or 'COMPETITIVE' INSTITUTIONS, WILL DEPEND TO A LARGE DEGREE ON WHAT STATISTICS ARE PUBLISHED IN FUTURE BY GOVERNMENT AND AT WHAT LEVEL OF DETAIL.**

The SHELL partners emphasise, however, *the importance of an individual student being assisted to find and enter the institution most appropriate for them*, bearing in mind their personal development, family or life circumstances.

## 6 What next in pursuing SHELL ambitions?

### The formation of *AccessHE*

SHELL disappears. Aimhigher folds as a formally funded national scheme, although HEFCE has confirmed that its name and brand can be perpetuated by its local partners. Just how can the collaborative momentum be maintained in a new era of 'self-sustaining school improvement' for schools and greater competition between individual HEIs?

Reference has been made to *AccessHE*. This new social enterprise grows from an idea developed by the Director, Dr Graeme Atherton, and Chair, Dr Ian Tunbridge OBE, of the West, Central and North London Aimhigher Partnership. *AccessHE* will become a division of *London Higher*. Its business plan is being developed during summer 2011 and will refer to the Aimhigher legacy in different parts of London. It brings its own start-up funds, but comes into its own as HEIs demonstrate that their new Access Agreements are being followed from 2012 onwards.

Unlike Aimhigher, it grows directly out of the HE sector in London and serves its HE members. It will not be straitjacketed by the strict targeting criteria of Aimhigher that steered funding to gradations of areas and activities to particular schools and colleges and socio-economic characteristics of student participants. The preliminary business plan will be discussed with SHELL's headteachers' group shortly and explained to all school headteachers later in the summer.

***FINDINGS No. 10 : As part of its business planning, AccessHE is testing the interest of school, college and HE collaborators in its likely menu of activities. Among these are:***

- ***Multi-HEI outreach events*** for schools and colleges that reflect the range and excellence of HEIs across London.
- A ***digital hub to offer an impartial information portal*** for schools, colleges and young people on what activities HEIs offer and their courses and costs.
- A ***London-wide programme to involve HE students as role models and advocates*** for potential students, both undergraduate and postgraduate.
- ***Bespoke programmes for specific target groups***, such as Looked After Children, those with disabilities, working with parents, or those following apprenticeship routes to HE.
- ***Multi-HEI staff development conferences or INSET days*** for teachers, lecturers and careers advisers.

SHELL has been about strengthening practical links between schools and HEIs across London. We have made good progress, as reported here. Future students, parents, teachers, lecturers and recruiters will benefit if the momentum can be maintained. *AccessHE* offers a means of achieving this. It seems appropriate, therefore, that we conclude by quoting Sir Martin Harris, Director of Fair Access at OFFA, who writes:

***' One of the things that the Office for Fair Access looks for when approving access agreements is effective outreach work to help raise school pupils' aspirations and achievement. I am therefore delighted to see that London institutions are collaborating through AccessHE and London Higher to strengthen links between themselves and local schools.'***

## Acknowledgements

We have described SHELL as a collaborative venture. Numerous collaborators have assisted or influenced its course in many valuable ways. The SHELL project team at *London Higher* (John Hall and Naz Khan) thank the following for their assistance during the delivery phase, 2009-11:

### 1 Members of the SHELL Delivery Board, 2009-11:

#### Co-Chairs

*Professor Malcolm Gillies*, Champion for HE Partnerships in London

*Professor David Woods CBE*, Chief Adviser for London Schools, Department for Education

#### London's Aimhigher Partnerships

*Dr Graeme Atherton*, Director, WECAN (West, East & Central)

*Gwenlian Evans*, Aimhigher Partnership Co-ordinator, ASPIRE (South East London)

*Kevin Maskell*, Aimhigher Project Director, South London

*Susan Mueller*, Aimhigher Partnership Manager, London East Thames Gateway

#### Pan-London Aimhigher Co-ordinators' Group

*Alan Watts*, Aimhigher and G&T Adviser, London Borough of Tower Hamlets

#### Students' Unions

*Nizam Uddin*, President (2009/10), University of London Union

#### Government

*Ed Chapman*, Policy Officer, Department for Education

#### London HEIs

*Jane Glanville*, CEO, *London Higher*

### 2 The London Leadership Team:

*Rob Higgins*, Headteacher, Charles Darwin School, Biggin Hill

*Dame Sue John*, Headteacher, Lampton School, Hounslow

### 3 The SHELL Reference Group, 2009-11\*

*Dr Kate Anderson*, Regional Director (London), Association of Colleges London

*Stephen Grundy*, National HE Programme Co-ordinator, Specialist Schools and Academies Trust

*Derek Hicks*, Regional Consultant, London, HEFCE

*Steve Ingham*, Widening Participation in HE, Department for Business, Innovation and Skills

*Liz Majweska*, Department for Education

*Aaron Porter*, President, National Union of Students

*Tania Rhodes-Taylor*, Head of Marketing & Development, Institute of Education, University of London

\* Formed in 2009; for membership of the original SHELL Steering Group see the Gillies Report, [www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan\\_April2009.pdf](http://www.londonhigher.ac.uk/fileadmin/documents/shell/SHELLDeliveryPlan_April2009.pdf), page 48

**London Higher member institutions 2010-11:**

Birkbeck, University of London\*  
Brunel University  
Central School of Speech & Drama\*  
City University London  
Conservatoire for Dance and Drama  
Goldsmiths, University of London\*  
Guildhall School of Music and Drama  
Heythrop College, University of London\*  
Institute of Education\*  
King's College London\*  
Kingston University London  
London Business School\*  
London Metropolitan University  
London School of Hygiene & Tropical Medicine\*  
London South Bank University  
Middlesex University  
Queen Mary, University of London\*  
Ravensbourne  
Roehampton University  
Rose Bruford College of Theatre & Performance  
Royal Academy of Music\*  
Royal College of Art  
Royal College of Music  
Royal Holloway, University of London\*  
Royal Veterinary College\*  
School of Oriental and African Studies, University of London\*  
St George's, University of London\*  
St Mary's University College, Twickenham  
The Courtauld Institute of Art\*  
The Institute of Cancer Research\*  
The Open University in London  
The School of Pharmacy, University of London\*  
The University of West London  
Trinity Laban Conservatoire of Music & Dance  
University of the Arts London  
University College London\*  
University of East London  
University of Greenwich  
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